

**Goal 3:**

**Extension and 4-H will invest in its people by providing exceptional learning opportunities.**

*Kentucky*

## **Community Theater Attracts Teenage Actors from Around the County**

**Situation:**

Theater productions always create excitement for a community. They enable all community members to view the work of their youth. The youth often write the play, make the costumes, cast the characters, and direct the production. By putting on productions, the youth are able to prove their responsibility as well as ambition to their peers, siblings, and elders. With hopes of proving their progression into adulthood, the Floyd County 4-H Community Theater for Teens was established.

**Program Description:**

The Floyd County 4-H Community Theater for Teens was established to allow teens across the county to come together and produce a full-length stage production. This year's production was "Our Town," written by Thornton Wilder. The play's production dates were May 9<sup>th</sup> and 10<sup>th</sup>, 2002, at the Mountain Art Center in Eastern Kentucky. Participants created the set's design and costumes, oversaw the lighting, and worked as makeup artists. Workshops such as, acting, make-up, lighting/sound, and careers on (and behind) the stage, were held through the entire preparation period.

**Stakeholder Satisfaction:**

This year's production consisted of a three-act play. It involved teens from seven different schools within the county. Over 200 people attended the performances, which were free of charge. Community members donated over \$150 to the program.

**Accomplishments and Impacts:**

Twenty teenagers worked on the production of "Our Town." One teenager was asked to sing for other public performances and another performer was hired at a local radio station. This was the first "American classic" production for these youth, so they learned a tremendous amount about the inside preparation of a play. The production had a positive impact on its crew as well as its audience. Audience members congratulated the performers following the play each night. Many audience members were even reminded of their own youth experiences in stage production as a result of this play. Another production is set for the spring of 2003.

**Collaborators:**

University of Kentucky Cooperative Extension Service, Floyd County 4-H Council, Floyd County 4-H Teen Council, The Acting Troupe, Prestonsburg Elementary School Faculty and Staff, Floyd County Schools, and Roger Brown Lighting.

**Contact Person:**

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**Base Program Areas to which this Program Applies:**

4-H Youth Development

Community Resources and Economic Development

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*Maryland*

## **A Taste of 4-H**

**Situation:**

The youth involved in the Talbot County 4-H program have traditionally chosen their projects based on personal interest and the appeal of the project workbook. Youth are not always able to complete projects due to the competing demands of free time between 4-H and other activities such as school programs, sports, and other youth organizations. In order to address this situation a series of programs was developed that allowed students exposure to new project areas and a chance to complete the project requirements in an accelerated manner.

**Program Description:**

A survey was sent out to every 4-H family in Talbot County to see in which project areas the youth and their parents would like to have workshops offered. Although survey respondents chose a wide variety of subjects, the following six workshops were offered based on the results of the survey: Holiday Crafts, Scrapbooking, Entomology, Small Engines, Babysitting and Gardening.

The county 4-H staff designed each workshop following the criteria developed by the Talbot County 4-H Council. These requirements included offering an educational section, the opportunity to create an exhibit and the time and supplies for the youth to prepare and give a speech or visual presentation. Workshops were advertised in the 4-H newsletter and verbally to every third grade class in the county. Third grade students were targeted during school enrichment because they are of age to join 4-H and their science curriculum focuses on entomology.

Youth/adult partnerships were established in a variety of ways throughout these workshops. The youth participants were able to interact with new volunteers as well as people in the community. The goal of the Holiday Craft workshop was to prepare as many decorations as possible to decorate the local pediatric ward. A Senior 4-Her did all of the planning and communicated with the marketing director and the head nurse in pediatrics. While decorating, any child who was able to come out to the playroom had a story read to them by the 4-Hers. The youth participating in the Scrapbooking workshop received instruction and assistance from two volunteers who attended a regional 4-H workshop on the subject. A new volunteer taught the Small Engines workshop. The youth and parents liked the fact that he was willing to serve as a mentor for anyone taking the small engines project.

**Stakeholder Satisfaction:**

The workshop series began in December 2001 and finished at the end of June 2002. Due to scheduling conflicts with the 4-Hers, the Babysitting workshop and the Gardening workshop

were moved to the fall and winter months. A total of 24 youth participated in the four other workshops offered. Each of these workshops required that the youth get involved in hands-on learning, use teamwork and practice extemporaneous public speaking. The total commitment involved in planning and teaching these programs is as follows: .05 annual faculty FTEs and .05 volunteer FTEs.

**Accomplishments and Impacts:**

Each of the workshops taught several life skills including: teamwork, problem solving, communication skills, concern for others, community service and personal safety. The youth participant was given the framework within each workshop to complete a project area. It was left up to the 4-Her to follow through with continuing education, exhibiting at the Talbot County Fair, and completing a recordbook. All of the participants from the Scrapbooking workshop and the Entomology workshop exhibited at the Fair. Two of the Entomology participants were new to 4-H. Upon their return to the pediatric ward to clean up the festivities, the 4-Hers who participated in the Holiday Craft workshop were pleased to hear that each decoration they had made had been taken home by the children.

The parents of the youth who participated in the Small Engines workshop were thrilled with its results. These children were on the brink of quitting 4-H because they could not find projects that interested them anymore. Now they are able to work with a mentor who can show them how to tune up a lawnmower or even work on making a go-cart run better. The volunteer has promised to do more workshops in the fall and the youth plan on bringing friends with them because his workshop was “cool.”

Overall, allowing the 4-Hers and youth outside of the program to have a “taste” of 4-H was a success.

**Resource Commitment:**

The participants were asked to pay a small fee for supplies for some of the workshops. The Talbot County 4-H Program received The ‘Be A Good Neighbor Environmental Grant’ for a total of \$500 from the local Wal-Mart. A small amount of these funds were used in the Entomology workshop. The supplies for the Small Engine workshop were donated by the volunteer teaching the workshop.

**Collaborators:**

Acme Supermarket, Easton, MD, Easton Memorial Hospital – Pediatric Unit, Talbot County Agricultural Center, Talbot County 4-H Volunteers: Gina Callahan, Laura Heikes, Kevin Hofmann

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**Base program areas to which this program applies:**

*Nebraska*

## **Preparing the Youth Development Professional: Volunteer Leadership Conference**

### **Situation:**

Volunteers are the backbone of Cooperative Extension programs. The engagement of volunteers supporting Cooperative Extension programming is more critical than ever with budget cuts and staff reductions. Researchers (Pettegrew, 1993 and Sargent, 1992) have found that knowledgeable, skillful staff are key in making a volunteer's job positive, thus maximizing efforts given to an organization. Lack of knowledgeable, skillful staff contributed to volunteer resignation. Primary motives for discontinuing volunteer service were being unwanted, feeling unappreciated, lacking helping and disappointment with staff (Culp and Pilat, 1998).

### **Program Description:**

Preparing the Youth Development Professional: Volunteer Leadership Conference was an intensive, 4 day training reaching 55 Nebraska Cooperative Extension and other nonprofit staff. The conference was designed to equip Extension staff with knowledge, skills and attitudes to work effectively and efficiently with volunteers. The Conference offered research-based training in the History of Volunteerism; Trends in Volunteer Development; Organizing a Volunteer Program; Creating Meaningful Volunteer Jobs; Recruiting Volunteers; Screening and Interviewing Volunteers; Orientation and Training; Volunteer-Staff Relations; Supervising Volunteers; Evaluation, Positive Corrective Action, Termination and Retention of Volunteers; Recognition; Risk Management and Measuring Volunteer Program Effectiveness. Following each session, participants put the concepts taught into action during group discussion and reflection.

### **Stakeholder Satisfaction:**

In an evaluation sent to participants five months following the Volunteer Leadership Conference, participants shared the following comments about their satisfaction with the conference experience: "The conference was very intense, but it was packed with very useful information." "It was a very beneficial conference, especially because I was starting my own 4-H club this spring." "I thought the conference was great. I learned a lot about how to work efficiently and effectively with volunteers." "Thank you for . . . sharing the resources, a very helpful topic." "Great conference." "I am aware of ways to make my programs better and will continue to make improvement." "Great work!" "Great conference!" "Great information!" "When I came back to work, I had information that I could use immediately with very little work." "This conference is very valuable to me as an extension assistant." "It was great. I really appreciate these staff development opportunities." "Even though I cannot answer positively to all the questions now, it has made me conscious of things to be aware of or do when working with volunteers."

### **Accomplishments and Impacts:**

On the sample evaluation sent to participants five months following the Volunteer Leadership

Conference. Participants indicated the following:

95% of the respondents have increased their knowledge about volunteer management.

90% of the respondents implemented a volunteer management idea gained. Participants shared: “We have used it (the training) to do a lot of little things differently. One of the major ways is allowing volunteers to conduct our quality assurance trainings.”

90% of the respondents were more aware of volunteer resources. Comments related to volunteer resources included: “The training reminded me that TAXI (Volunteer Curriculum) was sitting on the shelf.” “It helped me process and rediscover information I have had through the years, but got lost in the shuffle (or files). Thanks!”

86% of the respondents developed useful tools to enhance their volunteer program. A participant indicated: “The staff in our district worked to write job descriptions for several volunteer positions and shared them with the rest of the district.”

76% of the respondents increased their supervisory skills as they work with volunteers. Comments related to supervisory skills included: “I discovered that I need to play a more proactive role in volunteer management and expect my volunteers not to know the answers - which means I must stay ahead of their questions by providing information to them.” “I have tried to stay in contact more with the 4-H leaders to help them feel good about their leadership experience and to make sure all the paperwork gets done.”

67% of the respondents applied risk management principles to their program.

67% of the respondents incorporated new ideas in recognizing volunteers. Participants made the following comments related to recognition: “Our county has tried to recognize volunteers in our regular 4-H newsletter for jobs they have done or assisted within recent months.” “Recognized leaders during National Volunteer month with a prepaid phone card.” “It has made me more thoughtful in recognizing volunteers.”

62% of the respondents strengthened staff and volunteer relations within their program. A participant indicated: “I am taking more time to relate to new leaders giving them information as they come in the office.”

57% of the respondents increased the number of volunteers involved in their program. One participant showed a 200% increase in volunteers helping with school enrichment.

57% of the respondents expanded their volunteer program. A couple of participants related the following comments: “Provided leader and officer training to clubs.” “I have developed a new 4-H Leader training.”

48% of the respondents have enhanced the quality of their volunteer program. Participants made the following comments related to program quality: “I’m providing a better volunteer description for each volunteer job.” “Was able to look at what we currently do to help train volunteers, and help strengthen that area.”

33% of the respondents have critically evaluated their volunteer program.

### **Resource Commitment:**

The Nebraska 4-H Foundation provided through the Nebraska 4-H Volunteer Newsletter Fund a

\$10,000 grant to support the training. Over \$5000 was generated in user fees.

**Collaborators:**

Cathy Johnston, Panhandle 4-H Coordinator  
Vickie Greve, Extension 4-H Youth Development Specialist  
Brooke Levey, 4-H Environmental Education Assistant  
Kathy Potthoff, State 4-H Project Coordinator  
Doug Swanson, State CYFAR Coordinator

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**Base program areas to which this program applies:**

Leadership and Volunteer Development  
4-H Youth Development

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*New Jersey*

## **4-H Careers and County Government Day**

**Situation:**

4-H Careers and County Government Day has been held since 1991. It has been co-sponsored by the Board of Chosen Freeholders (County Commissioners) and the 4-H Youth Development Program of Rutgers Cooperative Extension of Somerset County, NJ. The purposes have been to provide an opportunity for middle-school students to explore career options, to introduce youth to functions of Somerset County Government, and introduce non-members to the 4-H program.

**Program Description:**

Youth, grades 6-8, “shadow” county employees from many County Divisions, including: Social Services, Office on Aging, Public Information, County Clerk, Graphics, Administrator, Library, Solid Waste Management, Emergency Management, Public Works/Bridges, Finance, Office for the Disabled, Human Services, Police Academy, Cultural & Heritage Commission, Board of Freeholders, Sheriff’s Office, Prosecutor’s Office, and Cooperative Extension. Overall, this program has reached approximately 600 participants from the mostly suburban Somerset County. It has attracted a balance of boys and girls; most of whom were not 4-H club members.

**Stakeholder Satisfaction:**

Nearly all of the participants agreed that they learned more about Somerset County Government, their hosts for the Divisions they visited were helpful, they explored possible career interests, they had fun, and they would recommend 4-H Careers & County Government Day to friends. Some of the most important things youth said they learned were “that there are lots of jobs in the county,” “no matter what job you choose it’s going to be hard and take a lot of work,” and “all

jobs involve working together with others.” The program has become increasingly popular each year, with enrollment growing from about 12 youth in 1991 to 100 youth in 2002.

**Accomplishments and Impacts:**

This program has used end-of-program written evaluation, as well as casual observation, and participation trends to indicate its benefits and impacts. Evaluation has consistently shown that participants rated the day very positively. On a scale of five (Terrible, So-so, Okay, Good, Great), 9 out of 10 participants typically rate it “great” each year. In addition, the 4-H program and County Government both receive lots of positive media attention. This program has since been replicated in other counties and states.

**Resource Commitment:**

The primary investment has been staff time. Extension staff have worked with County government officials to arrange and offer meaningful shadowing experiences requested by the youth participants. The county’s transportation department provided bus transportation for students to and from their schools. The Board of Freeholders sponsors the lunch for youth and participating county officials.

**Collaborators:**

A variety of high-level managers and elected officials from many County government offices volunteer to host youth and let them explore career interests by shadowing county employees and actively participating in Division duties for the day.

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**Base program area(s) to which program applies:**  
4-H/Youth Development

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*Ohio*

**Exceptional Learning Opportunities for Livestock Project Members**

**Situation:**

A statewide assessment at the “grass-roots” level acknowledged the need for more education in livestock projects. This assessment also addressed the desire for the Ohio State Jr. Fair (OSJF) Livestock Programs to set an educational “example” for counties to follow. A major review of the educational design of livestock projects, how participants are rewarded and educational materials available was conducted. Many livestock project members are in miscellaneous clubs

and their parents (and many times their advisors) do not have a livestock background. As a result, we've found that clientele need as much subject-matter information as possible-right from the start of the project & we've found that we need to keep the education strong, so we do not have "under-educated yet innocent" clientele in violation of drug residue laws.

### **Program Description:**

We've created Skillathons, an Outstanding Exhibitor Program (OEP), Caps (a set limit on the amount exhibitor's of champion animals may receive and put the amount above the caps into the Youth Reserve Program YRP) for the OSJF- Sale of Champions, and developed new Resource Handbooks and adult training materials to keep livestock projects on a strong educational track so there is a future for 4-H and FFA livestock projects! A "Skillathon" or Livestock Learning Laboratory" is an excellent method of involving 4-H'ers in challenging, learn-by-doing activities designed to help youth develop life and project skills. The Skillathon is designed as a series of subject matter learning stations facilitated by a trained facilitator, where each participant is asked a series of questions or assigned specific tasks within a set of stations. The station's facilitator is to explain the required tasks, provide enthusiastic moral support to the youth and verify scoring. Experiential learning is the focus of the program, with participants asked to "learn by doing" the specific tasks within each station. This hands-on approach provides youth with an educational experience that develops critical thinking and problem-solving skills, is challenging, and is both exciting and enjoyable.

The OEP recognizes youth who excel in the skillathon, showmanship and in the show ring. A composite score of these three events are totaled to determine 10 youth champions for each age 9 through 18 for beef, poultry, sheep and swine. To emphasize age appropriateness youth are only compared to youth of the same age (i.e., there are 10 showmanship and Skillathon age divisions one each for 9 through 18 years of age). The top scoring youth out of the 10 age champions is recognized as the Outstanding Exhibitor! Learning Laboratory Kits for Beef, Dairy Cattle, Dogs, Goat, Horses, Poultry, Rabbits, Sheep & Swine were developed. The kits contain a variety of "hands-on" experiential learning materials that enhance animal husbandry practices in a fun setting. A teaching Video entitled "How To Conduct A Skillathon Using Your Learning Laboratory Kit" was developed for facilitator training and has been used by local county agents to "sell" the educational opportunity with local committees. Handouts entitled "Skillathon Management Tips" and Interviewing Tips For Station Facilitators were developed to address appropriate educational design strategies and to provide facilitators with helpful information on how to make one-on one interaction valuable for both parties.

New Resource Handbooks for Beef, Sheep and Swine were developed to provide 4-H youth, their parents and part-time livestock producers with comprehensive resource materials for each species in a format that is user friendly, practical and technically accurate. These books encompass life-cycle production practices, industry issues, safe environmental practices and quality assurance and are excellent resources for Skillathons and Quiz Bowls

### **Stakeholder Satisfaction:**

OSU Extension 1.35 FTE. Currently more than 70% of Ohio Counties Conduct "Skillathons", ten species-specific Skillathons are conducted annually at the OSJF (1720 youth participated on a voluntary basis and more than 250 adult volunteers were facilitators in 2001), Skillathons are conducted at the All-American Sheep Youth Show (since 1999) the National Swine Registry-Junior National Swine Association events (since 1998) & the North American International Livestock Exposition has officially sanctioned the National 4-H Livestock Skillathon Contest (2000).



**Accomplishments & Impacts:**

Ability to Read and Understand & Feed Tags: In 2001 more than 86% of the Swine Skillathon participants ages 9-18 (257), and more than 85.19% of the Market Lamb Skillathon participants ages 11-18 (201) at the OSJF correctly answered feed tag questions. Identification of Correct Injection Sites: In 2001, 100% of the 9,10,11,14,16 & 17 year olds in the Beef Skillathon accurately indicated the preferred injection locations and > 88% in the remaining age groups. Treatment Records & Medication Withdrawal: In 2001 the 14,15,16, & 18 year olds in the Swine Skillathon scored 81% and above on the "Hold/Sell" Q. A. Station, indicating the ability to accurately complete a treatment record, calculate withdrawal times and correctly read ear notches to correctly identify animals safe for harvest. More than 48 states & Canada have purchased Learning Laboratory Kits, The Skillathon Training Video (more than 900 distributed) received first in the Communications award division from NAE4-HA in 1999 and first from NACAA in 2002. The Resource Handbooks, which already are being used by numerous states, received first in educational package from NAE4-HA in 2002. Since 1995 the OSJF-YRP has distributed \$687,350 to 5497 youth.

**Resource Commitment:**

Annual sponsorship from commodity organizations for Beef (\$250), Sheep (\$250), Swine (\$250) and Poultry (\$3800), ABN Radio and T.V., The Ohio Country Journal (\$300), OSU Extension (\$5000), the OSJF (\$5000), OH 4-H (\$2000) and FFA (\$2000) Foundations, and a grant from 4-H Foundation for \$6000 to develop the Skillathon Video.

**Collaborators:**

Numerous county agents across the state and throughout the nation in both Agriculture and 4-H Youth Development, numerous veterinary and livestock state specialists both in Ohio and several additional states, the Ohio State Fair Livestock Director, The Ohio Dept. of Ag., the Ohio Curriculum Materials Service, FFA and numerous allied industry.

**Contact Person:**

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**Base program areas to which this program applies:**

4-H Youth Development, Agriculture, and Leadership & Volunteer Development.

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*Pennsylvania***Career Exploration****Situation:**

The unemployment rate in Pennsylvania has been rising. In many areas, long-time manufacturing plants are closing. At the same time, opportunities are opening in other fields. Agriculture is Pennsylvania's largest industry, but many youths do not have an understanding of opportunities available.

**Program Description:**

To address the lack of knowledge on agricultural careers, several programs have been offered across the state. In Mercer County, an Agricultural Education Steering Committee, appointed by the Mercer County Agricultural Development Council, is beginning to address issues around the lack of agricultural education programs within this rural county. The committee is focusing efforts on addressing two issues—the need for agriculture appreciation and awareness for all students K through 12, and the need for a high school agricultural program. In York County, an agricultural career night was held with 26 areas represented. Youths were able to concentrate on one or two career areas or explore all the available careers. Youths also took a field trip to explore careers in animal production. In Northwest Pennsylvania, youths from nine counties participated in an intensive agricultural study tour of five days and four nights. The program introduces youth to agricultural careers. The youths were involved in job shadowing, interviews, open discussion, writing essays, and completing job applications.

Many urban, suburban, and rural youths across Pennsylvania also attend workshops on résumé preparation, interview skills, and appropriate career dress. Some have dropped out of school and have limited skills. Others are enrolled in GED programs. Some are no longer allowed to attend public school. Still others are just starting to explore career opportunities as they plan for college or other post high school education. Youths prepare skills inventories and determine how they can build additional skills to place on their résumés through volunteer and other opportunities.

An important component of the program is career assistance training for adults. In Clarion County, 30 4-H volunteers participated in workshops on youth employment, skills assessments, setting goals, and variety of career options available. These volunteers work with 4-H members on career choices, particularly those members working in advanced 4-H project levels.

**Stakeholder Satisfaction:**

Presenters at agricultural career days indicated that they had meaningful conversations with youth about agricultural careers. Classroom presentations and internships opportunities are being explored in several counties. In Mercer County, the community came together to form an Agricultural Education Steering Committee.

**Accomplishments and Impacts:**

In Mercer County, 65 K through 7 teachers developed plans to incorporate agriculture, environment, and ecology into their lesson plans. A plan has been approved to conduct agricultural education through classroom presentations and internship opportunities in cooperation with the Mercer County Career Center. In York County, all of the 42 youth participating in the career night discovered at least three careers they never associated with agriculture. As a result of the agricultural study tour in Clarion County, youth indicated that they gained an understanding of the requirements for college admission and increased their comfort level for job interviews.

Youth participating in the job preparation workshops used computers to do career and job searches. They wrote résumés and cover letters, practiced interviews, and discussed fitting into the workplace and career dress. For many it was the first time that they had begun to think about how they could develop skills so that they were able to turn misfortune into career possibilities.

The 4-H volunteers participating in career counseling workshops gained important skills: 80% (n=30) could identify sources within the area that could provide job shadowing opportunities, 70% indicated an increase in confidence in assisting youth in creating a skills inventory, and 80% could identify at least three areas to assist youth in career awareness and skill development.

**Resource Commitment:**

No outside resources.

**Collaborators:**

Asian Youth Organization, Fort Charles Young Alternative School, school districts, Mercer County Agricultural Development Council

**Contact Persons:**

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**Base Program:**

4-H Youth Development

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*Washington*

## **Volunteer Management Certificate Program**

**Situation:**

Volunteerism for Youth Development is one of the five domains of the Professional Research & Knowledge Taxonomy for Youth Development Professionals. In Extension, as in other community organizations with a volunteer workforce, individuals hired to manage volunteers often have limited knowledge and/or skills to do so. In addition, volunteer managers may not have access to or adequate time or funds to participate in the limited number of volunteer management conferences and training offered.

**Program Description:**

The Volunteer Management Certificate Program (VMCP) is a non-credit program delivered through the Internet. It is geared to adult professionals who do not need or want college credit courses, but desire a credible program to enhance their job skills and professional development in volunteer management. It builds basic level competencies in volunteer management, develops confidence in computer skills and offers the capability to network with other volunteer managers. A broad-based market survey involving 336 individuals employed in 248 different organizations was conducted in 74 different communities in Washington, Idaho, and Oregon. Survey results helped determine the initial course content and level of this program.

Interested individuals can visit the program's web site (<http://vmcp.wsu.edu>) to view a self-assessment tool to determine which of the VMCP courses might enhance their professional volunteer management skills. The VMCP provides a tutorial, course pre and post-tests, and opportunity for interaction among the students and instructors through a discussion forum. The curriculum consists of four courses with a total of 20 modules addressing recruiting, training, managing, supervising and recognizing volunteers and evaluating aspects of volunteer programs. The VMCP is self-paced, interactive, practical and fun. Students usually complete a course in two to six months and the total program within 2 years.

### **Stakeholder Satisfaction:**

The VMCP is definitely meeting a need for Extension and other agencies and organizations that employ volunteer managers, as is shared from these graduates:

*"The Volunteer Management Certificate Program of Washington State University took me 'up a notch' professionally! It taught me how to manage my volunteer program more effectively and take a more creative approach toward all aspects of directing a volunteer program—it made me a better manager and leader. My previous experience was helpful, but your curricula has really been the greatest influence on my ability to succeed"*—Susan Moscareillo, Ronald McDonald House, Baltimore, MD

*"The courses had a lot of beneficial applications that are real world, real time. The flexibility of the courses allowed me to fit it into a schedule already overflowing, the feedback from the instructors was thoughtful and thought provoking, and each assignment found its way into my daily work. I highly and without reservation recommend this course to volunteer managers everywhere! It is more than worth the money."*—Beth L. Buchanan, Lutheran Social Services, Bemerton, WA

Graduates often request additional courses at a more advanced level. VMCP instructors have been inspired by this response and currently are developing courses for an Advanced level certificate to be offered January 2003.

### **Accomplishments and Impacts:**

Over 175 individuals have registered as VMCP students with 18 completing all four courses to receive a WSU Certificate in Volunteer Management. Students are from a wide-range of organizations and agencies from 48 states, Canada, Germany, Barbados, Bermuda, Guam, India, Panama and Portugal. Post-tests consistently show that students are gaining valuable knowledge and skill in volunteer management. The impact of VMCP is exponential. Many students manage programs with hundreds of volunteers, who are positively impacted when their work environment is improved. Student comments suggest many ways in which their programs impact volunteers and then the clients or members served by those volunteers.

Two of the VMCP Faculty members (Lauri Sherfey and Jan Hiller) delivered a refereed presentation "Professional Development: Delivered Anytime, Anywhere—Volunteer Management Certificate Program (VMCP) at the International Symposium on Volunteering (ISV 2001) in Geneva, Switzerland, in November 2001.

The VMCP has received the following awards:

- Innovative Programming Award--Non-credit, University Continuing Education Association Region VI & VII, 1999.
- Hall of Champions Excellence Award featured at the “Strengthening Our Connections” Washington State Cooperative Extension Conference, 2000.
- State, Regional and National Association of Extension 4-H Agents Association Communication Educational Technology Award-Adult Category, 2000.

**Resource Commitment:**

\$4000 from the WSU Human Development Department to develop the Volunteer Management Certificate Program. CAPPS invested in-kind course development and administrative services. Student fees have funded promotion and implementation.

**Collaborators:**

Washington State University Department of Human Development, College of Agriculture and Home Economics, Cooperative Extension, Conferences and Professional Programs (CAPPS) and Macduff/Bunt Associates. The Points of Light Foundation, Washington, D.C. is promoting VMCP as a benefit to its members.

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**Base Program Areas This Program Applies to:**

4-H Youth Development  
Leadership & Volunteer Development

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